

Royall Elementary

1400 Woods Road
Florence, SC 29501

Grades	K-6 Elementary School	
Enrollment	622 Students	
Principal	Julie Smith	843-664-8167
Superintendent	Larry L. Jackson	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
6	45	23	3	0

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	Yes
2004	Excellent	Good	Yes
2005	Good	Good	Yes
2006	Good	Good	No

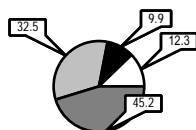
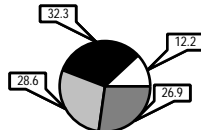
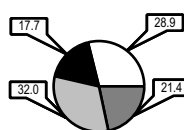
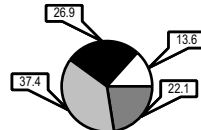
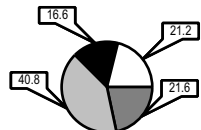
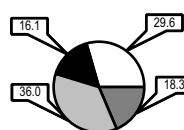
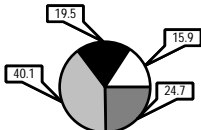
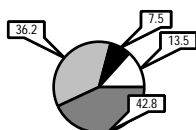
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

92.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	327	100.0	11.8	31.8	45.2	11.1	68.5	Yes	Yes
Gender									
Male	166	100.0	14.9	33.1	42.2	9.7	66.2	N/A	N/A
Female	161	100.0	8.6	30.5	48.3	12.6	70.9	N/A	N/A
Racial/Ethnic Group									
White	191	100.0	4.4	29.1	51.6	14.8	79.7	Yes	Yes
African American	120	100.0	24.5	36.4	32.7	6.4	50.0	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	243	100.0	3.1	31.4	52.9	12.6	80.7	N/A	N/A
Disabled	84	100.0	35.4	32.9	24.4	7.3	35.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	327	100.0	11.8	31.8	45.2	11.1	68.5	N/A	N/A
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	320	100.0	11.7	31.7	45.3	11.3	68.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	163	100.0	20.4	32.7	40.1	6.8	59.9	Yes	Yes
Full-pay meals	164	100.0	3.8	31.0	50.0	15.2	76.6	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	327	100.0	11.1	27.5	26.2	35.1	72.8	Yes	Yes
Gender									
Male	166	100.0	11.7	28.6	26.0	33.8	71.4	N/A	N/A
Female	161	100.0	10.6	26.5	26.5	36.4	74.2	N/A	N/A
Racial/Ethnic Group									
White	191	100.0	2.7	19.8	31.3	46.2	84.6	Yes	Yes
African American	120	100.0	25.5	38.2	19.1	17.3	53.6	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	243	100.0	2.7	27.4	31.8	38.1	83.0	N/A	N/A
Disabled	84	100.0	34.1	28.0	11.0	26.8	45.1	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	327	100.0	11.1	27.5	26.2	35.1	72.8	N/A	N/A
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	320	100.0	11.3	26.7	26.7	35.3	73.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	163	100.0	20.4	30.6	22.4	26.5	61.2	Yes	Yes
Full-pay meals	164	100.0	2.5	24.7	29.7	43.0	83.5	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	326	100.0	27.6	31.9	23.0	17.4	40.5
Gender							
Male	166	100.0	29.2	28.6	21.4	20.8	42.2
Female	160	100.0	26.0	35.3	24.7	14.0	38.7
Racial/Ethnic Group							
White	191	100.0	15.9	29.7	27.5	26.9	54.4
African American	120	100.0	46.4	35.5	17.3	0.9	18.2
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	243	100.0	18.4	36.8	25.6	19.3	44.8
Disabled	83	100.0	53.1	18.5	16.0	12.3	28.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	326	100.0	27.6	31.9	23.0	17.4	40.5
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	319	100.0	26.8	32.4	23.1	17.7	40.8
Socio-Economic Status							
Subsidized meals	163	100.0	40.1	36.1	17.0	6.8	23.8
Full-pay meals	163	100.0	15.9	28.0	28.7	27.4	56.1

Social Studies							
All Students	326	100.0	12.5	37.5	23.4	26.6	50.0
Gender							
Male	166	100.0	15.6	34.4	19.5	30.5	50.0
Female	160	100.0	9.3	40.7	27.3	22.7	50.0
Racial/Ethnic Group							
White	191	100.0	5.5	34.6	25.8	34.1	59.9
African American	120	100.0	24.5	42.7	20.0	12.7	32.7
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	243	100.0	3.1	39.9	24.2	32.7	57.0
Disabled	83	100.0	38.3	30.9	21.0	9.9	30.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	326	100.0	12.5	37.5	23.4	26.6	50.0
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	319	100.0	12.4	37.1	23.4	27.1	50.5
Socio-Economic Status							
Subsidized meals	163	100.0	22.4	42.2	17.0	18.4	35.4
Full-pay meals	163	100.0	3.2	33.1	29.3	34.4	63.7

Abbreviations for Missing Data
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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	76	100.0	1.4	18.8	63.8	15.9	79.7
	4	76	98.7	14.3	35.7	48.2	1.8	50.0
	5	89	100.0	12.5	45.8	40.3	1.4	41.7
	6	72	98.6	26.2	42.6	26.2	4.9	31.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	77	100.0	10.7	18.7	57.3	13.3	70.7
	4	78	100.0	11.8	23.5	54.4	10.3	64.7
	5	81	100.0	16.3	43.8	36.3	3.8	40.0
	6	91	100.0	8.5	39.0	35.4	17.1	52.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	76	100.0	4.3	49.3	33.3	13.0	46.4
	4	76	98.7	17.9	37.5	25.0	19.6	44.6
	5	89	100.0	11.1	38.9	29.2	20.8	50.0
	6	72	98.6	18.0	29.5	37.7	14.8	52.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	77	100.0	14.7	29.3	32.0	24.0	56.0
	4	78	100.0	11.8	17.6	20.6	50.0	70.6
	5	81	100.0	8.8	33.8	30.0	27.5	57.5
	6	91	100.0	9.8	28.0	22.0	40.2	62.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	76	100.0	29.0	50.7	15.9	4.3	20.3
	4	76	98.7	39.3	37.5	10.7	12.5	23.2
	5	89	100.0	37.5	34.7	22.2	5.6	27.8
	6	72	98.6	37.7	26.2	18.0	18.0	36.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	76	100.0	40.5	24.3	20.3	14.9	35.1
	4	78	100.0	14.7	33.8	26.5	25.0	51.5
	5	81	100.0	31.3	38.8	17.5	12.5	30.0
	6	91	100.0	23.2	30.5	28.0	18.3	46.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	76	100.0	20.3	46.4	23.2	10.1	33.3
	4	76	98.7	26.8	53.6	14.3	5.4	19.6
	5	89	100.0	25.0	41.7	18.1	15.3	33.3
	6	72	98.6	19.7	41.0	16.4	23.0	39.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	76	100.0	13.5	44.6	23.0	18.9	41.9
	4	78	100.0	7.4	36.8	33.8	22.1	55.9
	5	81	100.0	18.8	37.5	21.3	22.5	43.8
	6	91	100.0	9.8	31.7	17.1	41.5	58.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 622)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	5.4%	Up from 4.4%	2.3%	2.8%
Attendance rate	96.3%	Down from 96.4%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 6.4%	0.4%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 6.4%	0.4%	0.0%
Eligible for gifted and talented	16.1%	Up from 14.9%	16.2%	10.4%
On academic plans	21.7%	N/AV	26.4%	33.6%
On academic probation	0.0%	N/AV	0.3%	1.0%
With disabilities other than speech	13.0%	Down from 16.6%	7.3%	7.5%
Older than usual for grade	2.6%	Down from 3.1%	0.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 46)				
Teachers with advanced degrees	54.3%	Up from 52.4%	57.1%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	3.1%	N/A	2.3%	2.4%
Teachers with emergency or provisional certificates	2.5%	Down from 2.7%	0.0%	0.0%
Teachers returning from previous year	93.4%	Up from 91.0%	89.4%	87.3%
Teacher attendance rate	95.4%	Down from 96.0%	95.0%	94.9%
Average teacher salary	\$42,915	Up 6.6%	\$43,843	\$42,485
Prof. development days/teacher	11.7 days	Up from 11.2 days	12.2 days	13.3 days
School				
Principal's years at school	22.0	Up from 21.0	5.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Up from 16.8 to 1	19.9 to 1	18.6 to 1
Prime instructional time	91.0%	Down from 92.0%	90.1%	89.7%
Dollars spent per pupil*	\$6,345	Up 5.6%	\$6,278	\$6,557
Percent of expenditures for teacher salaries*	69.8%	Down from 72.0%	64.2%	64.0%
Percent of expenditures for instruction*	72.5%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.8%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	8.2%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Royall Elementary School has a well-deserved reputation for providing its students with an educational experience that is second to none. To continue this tradition of excellence, our faculty and staff remain committed to ensuring that our school offers the very best in instructional techniques, teaching staff, educational resources, parental involvement and learning environment. Royall's success in achieving these goals has resulted in the following state and national recognition during the 2005-2006 school year:

Palmetto Silver Award for Academic Achievement - SC State Department of Education
 Absolute Rating of Good - SC State Department of Education
 Achievement of Adequate Year Progress goals - SC State Department of Education
 Closing the Achievement Gap Recognition - SC State Department of Education
 Governor's Honor Roll School Recipient
 Reading Renaissance Master School - Institute of Academic Excellence

Royall Elementary School is regionally accredited by the Southern Association of Colleges and Schools and is nationally accredited by the Commission of International and Trans-Regional Accreditation.

Our school has a clearly defined mission that is shared by Royall's faculty and staff, our students, and our parents. Our commitment to the highest academic standards, our high expectations, and our mutual trust and respect have resulted in a learning environment that is conducive to both teaching and learning.

Royall Elementary School is fortunate to enjoy the enthusiastic support of our parents and the Florence community. Our active Association of Parents and Teachers is a valuable resource, providing time and energy to a wide variety of special projects that enhance our school's offerings.

As we prepare for the future, we will continue our emphasis on a well-balanced literacy program, expand our offerings in the areas of writing and science, and enhance the integration of technology into all areas of our instructional program.

Royall Elementary School is an innovative, exciting place where teachers love to teach and students love to learn! Our school motto says it best: "Royall Elementary School...A Proud Past - A Bright Future!"

Julie Smith, Principal
 Terry Scatturo, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	81	40
Percent satisfied with learning environment	100.0%	90.1%	92.1%
Percent satisfied with social and physical environment	100.0%	90.1%	92.5%
Percent satisfied with school-home relations	100.0%	92.6%	90.0%

*Only students at the highest elementary school grade level at this school and their parents were included.